



Healthy Child Care NEWSLETTER



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Compassion that Lasts a Lifetime Begins in Preschool

By Stephen P. Zwolak, CEO, LUME Institute

Whether you are shopping for a high quality early childhood center in Ferguson, Missouri or Greenwich, Connecticut, your child needs dedicated teachers who focus on the emotional development of babies, toddlers and preschoolers. Once a young child feels emotionally safe and socially secure, he or she can take academic risks and then enjoy productive lives.

In early childhood centers, children, families and faculty face innumerable challenges every day. Childhood is messy, and nurturing our youngest children is a messy endeavor. Ninety percent of the brain's architecture is developed by the age of five. That astonishing fact means that educators influence a generation every five years.

Early childhood centers everywhere struggle to help a growing number of children with serious emotional and developmental needs while still teaching, caring for, and meeting the needs of the rest of the children.

As they grapple with children who bring "angry love" to school with them, teachers talk about having been kicked and even punched. These children are in emotional turmoil, and their classrooms can feel chaotic. Teachers who can find the emotional courage to practice "ruthless compassion" persist, and devote themselves to working with their children to develop self-control. The best preschools, not necessarily the highest priced ones by the way, provide support for the front line, including therapists and "shadows." Center directors do their best to partner with the teachers to work with the parents of angry children.

The saddest part of this story is that many of families who need and receive support to resolve their child's issues don't stick it out. Many fear yet another pre-kindergarten expulsion. The best preschools have eliminated pre-kindergarten expulsions. It has been helpful to recognize that the rates of preschool expulsions are highest among African-American and Latino children. This sort of bias and inequity simply cannot be perpetuated. Schools MUST be ready for children – not the other way around.

Parents would do well to look for preschools that are built around the emotional needs of all children and the understanding that challenging behaviors often indicate emotional distress. All children experience loss and emotional upheaval — even the loss of a tooth is a trauma that must be respected and dealt with appropriately.



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At the Age of 1 Second

By Child Care Aware® of Missouri

In one of our training sessions, the presenter asked the participants to respond to a poll: at what age do children begin to learn? Every single one of these early care and education teachers chose five years of age as the answer. Every single respondent was a “teacher” of children under age five... children who apparently can’t yet learn. But children are born learning.

The human brain is mostly a lot of raw material at birth, waiting for some environmental stimulation to begin its internal wiring process. From birth to age five, 90% of the brain’s development is completed, and that’s a mighty powerful lot of learning going on! Yes, LONG before five, children are actively learning, every moment of every day.

For some children, one or even two years of preschool is too little, too late. Learning from birth, these children’s abilities may have already been stunted by poor quality experiences as infants and toddlers. Early experiences that are nurturing, active, and gently challenging actually create a brain with more extensive and sophisticated structures, which help determine the child’s intelligence.

Responsive, caring interactions help the brain develop fully, while harsh, rejecting, and rough experiences can literally cause a child with normal genetic intelligence to have a lower IQ. Now you know the answer, if anyone ever asks you, “At what age do children begin to learn?” The correct answer is, “At the age of one second.”



Compassion continued from page 1



Preschool teachers spend their days supporting all children, even those whose behaviors rarely concern them.

Successful early childhood educators are “there” for children, always nurturing attachments. They are the hub of the team professionals – therapists, social workers, and specialists – that all children need to thrive. In addition, in this 21st century, parents must be committed to diversity, inclusion, and equity. Their children are witnessing the “angry love” that some of their peers bring to school; they also witness the beauty of teachers who are called upon to respond with the unconditional acceptance and skillful strategies of “ruthless compassion.”

“What happens early in life lasts a lifetime. High quality early childhood centers and teachers must work tirelessly to ensure that all children have the best possible start to healthy and successful lives.



Growing with MO-Harvest of the Season

**by Barbara Keen, Bureau of community Health and Wellness,
Missouri Department of Health and Senior Services**

Missouri's farm to preschool program has recently awarded small grants ranging from \$300 to \$900 to 79 child care homes, centers and Head Start sites. Grantees will use funds to start or maintain a garden, teach garden-themed nutrition lessons and take children on farm field trips. They may also attend a Culinary Skills Institute hand-on training about how to incorporate more fresh fruits and vegetables in child care meals and snacks.

Over the past year, pilot project centers have found creative ways to connect children with seasonal, local fruits and vegetables. The director of Kerri's Kidsville/Babyville in Springfield was passionate about growing and serving fresh fruits and vegetables at the center, but has very limited space. She found that she could grow quite a bit in long narrow planter boxes along the west wall of the building. To extend the growing season, she covered these planter boxes with thick plastic. The center now has a small greenhouse where children are helping to start seedlings. The fruits and vegetables on Kerri's menus may not all be grown at the center, but nearly all of them are fresh!

The Early Childhood Education Center at Ozarks Technical Community College (OTC) was able to have students from the school's Agriculture program build four raised bed gardens. Students then showed the children how to plant their vegetables. The college also maintained the beds

during the summer when the child care program is closed. Preschool teachers at OTC developed many creative curriculum lessons on topics like plant parts and why bees are important.

Willow Woods Learning Center in Platte County demonstrated the value of children learning through multiple experiences with food. This center had done some learning and tasting activities with sweet potatoes in the spring and the kids weren't crazy about them. In the fall, after the children had grown sweet potatoes in the garden, dug them up, washed them and helped make sweet potato fries, they were eager to taste and they loved them. The center used bulletin boards and posters to keep the farm to preschool them fresh in everyone's minds. When they studied strawberries, children came up with words to describe strawberries and posted these words on a giant strawberry picture.

Columbia's Finest Child Development Center did not have a good space for a full garden but they were able to plant peas and basil in containers. They also partnered with the nearby Columbia Center for Urban Agriculture (CCUA) where they were able to plant their own summer squash and go back every couple weeks to tend it. Children were given many opportunities to taste new foods and often helped to prepare what they tasted. Family members sometimes joined in the tasting at an open house or potluck. Families

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Weather Emergency Preparedness

By Missouri's Division of Fire Safety

Is your childcare facility prepared for an emergency? September is National Preparedness Month. This is a great time to prepare for the types of emergencies that could affect us where we live, work, and also where we visit. This year's theme is Disasters Don't Plan Ahead, You Can. Don't Wait. Communicate. Take steps today to prepare for an emergency, by using Missouri's Ready in 3 Program. Preparing today can save lives! Visit <http://health.mo.gov/emergencies/readyin3/index.php> for steps you can take now to prepare your facilities, staff and the individuals in your care.

Tornado Watches - The Storm Prediction Center in Norman, OK, issues outlooks and watches that define a number of counties where conditions are forecasted to be favorable for tornadoes and other severe weather over the next several hours. A watch does not mean a tornado has been spotted or has occurred. During a watch, you need to be alert and your facility should be prepared to take shelter if a tornado were to occur or a warning were to be issued.

Tornado Warnings - Warnings are issued by any of the National Weather Service offices. For Missouri, they are: Springfield (MO), Paducah (KY), Kansas City (MO), St. Louis (MO), and Quad Cities (IA/IL), depending on what part of the state you are in. A warning means a tornado has been spotted, or rotation has been indicated on radar. In the event of a tornado warning, take immediate safety measures.

Each facility is required by state regulation to develop, implement, and maintain policies and procedures for responding to a disaster emergency. This includes having a written plan for responding to severe weather, tornadoes, and other emergencies. The facility licensee shall also ensure documentation is on file showing all staff and children at the facility have participated in disaster drills based on the facility's plan at least once every three months. Here are some basic preparedness tips and supplies to remember – for staff and children – during a tornado watch or warning:

- Go to the predesignated shelter location for your plan. This could be a:
 - o Safe Room
 - o Basement
 - o Storm Cellar, or
 - o The lowest building level
- At a minimum, get to the center of a small interior room on the lowest level away from corners, windows, doors, and outside walls.
- Get under a table and/or use your arms to protect your head and neck
- Ensure everyone has sturdy shoes on
- Do not open windows
- Have a corded telephone on hand, in case of power outage
- DO NOT use generators inside of buildings
- Supplies (including, but not limited to):
 - o Water (at least one gallon per person, per day)
 - o Non-perishable food supply (keep in mind special dietary needs, such as formula for infants and food for anyone with allergies)
 - o Battery powered radio
 - o Flashlight
 - o Medications for anyone who needs them

Healthy Smiles for Life!

**Amy Kelsey, MPH Office of Dental Health, Missouri
Department of Health and Senior Services**

Did you know that tooth decay is the most common chronic disease among children? Tooth decay is five times more common than asthma and seven times more common than hay fever. Children living with tooth decay can experience problems with eating, speaking, and learning. Poor children are more than twice as likely to have tooth decay as children from higher income families.

Children should visit a dentist by their first birthday. However, only about a quarter of children have been seen by a dentist before attending Kindergarten. This is probably because parents simply do not know that babies and toddlers should visit the dentist. Also, many children do not have dental coverage, which creates a barrier to regular dental care. Connecting to a dental home early in life can help a child learn a lifetime of good oral health. Dentists can also check toddlers for early signs of dental problems related to thumb sucking and use of bottles or sippy cups.

Oral health education and prevention can help reinforce good oral health practices learned at the dental office. The Office of Dental Health (ODH) provides literature on oral health for children and adults free of charge to dental offices, schools, day care centers, Head Starts, and local public health agencies. An order form can be found at: www.health.mo.gov/oralhealthlit.

Additionally, the Preventive Services Program is an oral health education and fluoride varnish program offered free of charge to all children via partner agencies like schools, day care centers, and Head Starts. This community-based program is coordinated by five Registered Dental Hygienists (RDH) and provides an oral health screening by a dental professional, a referral for children identified as having dental needs, education and oral health supplies (toothbrush and toothpaste), and up to two doses of fluoride varnish per school year. Please visit www.health.mo.gov/psp for more information and to locate the RDH that covers your region.

The best way to handle oral health problems is to prevent them. Here are some quick tips:

- Adults should help young children brush their teeth with a soft bristled toothbrush twice per day.
- Babies without teeth should have their gums wiped gently with a soft cloth.
- Limit sugary snacks as they stay on the teeth and cause tooth decay.



- Babies and toddlers should get into the habit of drinking water rather than juice or other sugary drinks.
- Babies and toddlers should never be put to bed with a bottle or sippy cup.
- Babies should wean to a cup by age 1.
- If dental problems do occur, here is how to handle them:
- Toothaches can have many different causes. Home care tips include rinsing the mouth with warm water to clean it and using floss to remove any trapped food.
- A cold compress outside of the cheek can help with toothaches and tooth eruption pain. Do not use heat or place an aspirin on the tooth or gums.
- It is important to see a dentist if: the child feels pressure or severe pain; if there is swelling or drainage around a tooth; sharp pain when biting down on food; or constant pain after eating hot or cold foods.
- It is best to prevent falls that may damage the teeth and tongue by using baby gates and not leaving children unattended in walkers or on a changing table.
- Oral injuries can be addressed first by gently cleaning the area with a cloth. Apply direct pressure if there is bleeding but seek emergency care if bleeding does not stop. A cold compress can help alleviate swelling.
- Sometimes injuries can lead to a baby tooth being knocked out before it is ready to fall out. Do not place a baby tooth back in its socket as this could damage the permanent tooth bud growing underneath. Call your dentist as soon as possible and try to save the tooth so it can be examined.

The Office of Dental Health can be contacted at oralhealth@health.mo.gov or by calling 573-751-6441 for more information.



Sun Safety

With the warmer weather it is wonderful to spend more time outside however it is important to remember to protect the children from the sun. Sunscreen is regulated by the FDA as an over-the counter medication because of the active ingredients in the product that can change the normal physiological process of how the body functions. The FDA has several safety and effectiveness regulations in place that govern the manufacture and marketing of all sunscreen products, including safety data on its ingredients.

Sunscreen is not recommended for children under 6 months of age so the American Academy of Pediatrics recommends to dress infants in lightweight clothing that covers the arms and legs and to wear a brimmed hat to shade the face and neck. The AAP also states that in lieu of the appropriate clothing a minimal amount of sunscreen with at least 15 SPF. You also might consider adjusting your schedule so that infants are not outdoors during the middle of the day when the sun is the most intense.

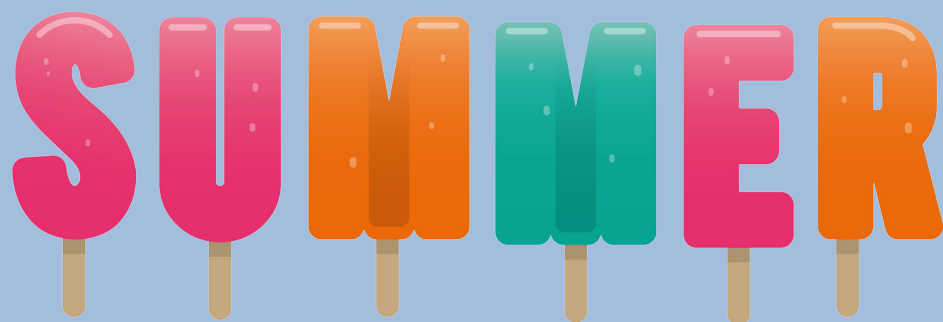
For children over 6 months of age the first and best line of defense against harmful exposure is still to cover up and stay in the shade whenever possible. The AAP also recommends

a hat and sunglasses that provide UVA protection. Children should also use a sunscreen with an SPF of 15 or greater and apply enough to cover all exposed skin. They also recommend reapplying it at least every two hours.

Since sunscreen is viewed as an over-the-counter medication, it requires the same documentation as all medications. Since this can be a time consuming task you can speak to your Child Care Facility Specialist about how to request a variance to make the process less cumbersome.

There are many children who might have allergies or sensitivities to ingredients in some products so it is important to either wash your hands between children when applying sunscreen or to wear protective gloves that can be discarded after each child.

Remember to keep the children hydrated! It is recommended to offer water before going out and by offering water frequently while outside. The AAP recommends stopping activities for hydration breaks at least every 20 minutes while outside. Watch the children for cues and take the children inside if they begin to show any signs of heat stress.





Making Connections – Building Relationships

Gina Dattilo, Inclusion Specialist, United 4 Children

More and more research leads us to the conclusion that positive, secure relationships (with children, families and staff) are at the root of optimal growth and learning in early childhood. How do we go about building these connections?

In supporting children's social and emotional health we have to look at ways to connect with EVERY child. It can be challenging given limited time and the numbers of children in our care, but positive connections and relationships form the foundation of the child's ability to learn and make sense of the world. Here are some easy ideas:

1. Have the children bring a book from home to share with the class. Even infants have books at home that they like to "read".
2. Catch the children doing kind things with each other and write them down on a heart. It is amazing what they do and documenting it will give them a way to reflect with each other and their families.
3. Give a child a cut out of a heart that says that they have a few minutes of uninterrupted play time with you during the week. The children can "cash them in" at any time. You can write what you did together or take a picture and put it on the heart.

Families share a part of their heart with you by trusting you as their child care provider. We need to look at ways of supporting their social emotional well-being. All of our families can benefit from these ideas:

1. Have a breakfast table for the families with a quick item for them to pick up or eat there. The children in my classroom loved to bake, so we would make some muffins and put out coffee for the family to get on the way out.
2. Families want to connect to other families. Hosting a night of activities in each classroom on a Friday night with food is a great way to connect the families. Meeting up at the park on a Saturday morning is another

great way that the children can play and families can have time together.

3. Get to know your families! Ask families to create or share something that represents their family in the month of February. We once had a family from China, so they taught us about Chinese New Year and showed us how to write our names in Chinese.

Staff also need to feel "connected" in order to give their very best to the children and the program—we need to keep our "emotional cup" filled so that we are better able to handle obstacles that come our way. It can be challenging to find the time to communicate and celebrate, but here are a few ways to fill your cup:

1. Put each staff member's name on a half sheet of paper. Hang the papers in the staff lounge and leave markers, crayons and colored pencils out so staff can write supporting things on the sheets. It's uplifting to see what others see in you, and fun to see what your co-workers have on their sheets too!
2. Staff night out! Don't forget to go out and have fun. Bowling, Cardinals Games, board game nights and movie nights are just a few ideas. Ask the staff what they would like to do and plan them during an early evening. Just this opportunity to connect will help staff know each other a little deeper.
3. Establish a peer mentoring program so that teachers can learn from one another. This ensures that you have a person to ask questions of and build a relationship with. Peer mentoring can build connections based on shared interests or educational goals. Teachers can share information from trainings they attend, or start a book study that is of interest to a group of staff.

I hope these are a few ways for you to begin thinking of new ideas to connect to the children, families and staff in your program. Don't forget to look at ideas on the internet and plan to create connections in your environment.

PICKY Eaters!



Do you have a picky eater, or two or three, in your center? Do you have parents who are concerned about their child being a picky eater? Many parents and child care providers worry when a child is being a picky eater. For children of preschool age, being a picky eater is a typical behavior. It is simply one step in the long process of developing and growing up and can also be a means of independence in the mind of that preschooler. As long as your preschooler is healthy, growing normally, and has plenty of energy, then he or she is most likely getting the nutrients needed. When is picky eating not normal and a cause for concern? If a child's picky eating has lasted for a long time, is very restrictive, or the child is not growing or developing normally, then speak with the child's physician. In most instances, picky eating behaviors will resolve or go away with time or as you may have observed, change from week to week!

What are some typical picky eating behaviors?

- Unwilling to try new foods – especially fruits and vegetables.
- For a period of time, your preschooler may only eat a certain type of food.
- At mealtime, the preschooler may waste time, be highly distracted, and do everything BUT eat.
- Your preschooler may turn away from foods based on color, texture, or shape.

Do not be alarmed, most picky eating behavior is temporary! Adults can provide a powerful, positive influence to manage a preschooler's picky eating. Start with the most important thing of all: If you do not make it a big deal, it will usually end before school age. Why is this particular influence important? By addressing the situation without alarm or concern, there will be no power struggle between the adult and the preschooler. Meal time is neither the time to cause stress for the preschooler or the adult. It is not the time to engage in a battle of wills. No one will win.

What are some techniques to employ for picky eaters?

For parents: Let the preschooler help pick out fruits and veggies at the store.

- Kids like to try foods they help prepare – have a food and nutrition activity where the preschoolers get to measure, spread, peel, and assemble. They will have ownership of the food they prepare. Family style meals can also offer an opportunity for children to increase ownership of the food they consume as well as increase the opportunity

to increase sensory engagement.

Parents: Name a food your child helps create, such as "John's Jumping Beans" or "Sarah's Sweet Potatoes."

- Makes meals as stress free and enjoyable as possible. Meal time should be the opportunity for children to talk about fun and happy things.
- Offer choices and variety as with family style meals.

Make food and meals fun!

In the kitchen try different preparation methods for foods that will alter the texture or shape such as cutting foods into fun and easy shapes with cookie cutters. How about a frozen banana pop? Put a wooden stick into a peeled banana, wrap in plastic wrap, and freeze it.

Encourage picky eaters to engage their gross and fine motors skills with food: build a tower with whole grain crackers, shape pretzels or baby carrots into letters, or make funny faces on their plates with several different types of fruits and vegetables.

How about giving that food a kiss? Instead of encouraging picky eaters to be members of the One Bite or Two Bite club, how about just giving that food a kiss? This method can break down some of the barriers a picky eater may have while honoring the important rule of children deciding what and how much to eat.

Also keep in mind – preschoolers' appetites are driven by hunger. Hunger is greatly affected by growth spurts or growth lulls, and in turn that hunger or lack of appetite will determine some a preschooler's food behavior.

For resources on picky eaters visit:

<https://www.choosemyplate.gov/preschoolers-picky-eating>



Pet Guidelines

Submitted by Craig Sullivan Bureau of Environmental Health Services, Missouri Department of Health and Senior Services

The bodily waste of animals can carry disease. Clean animal quarters reduce the potential for the spread of disease. It is recommended that all animal cages be equipped with removable bottoms to aid in cleaning. Washing animal quarters in utensil washing sinks or hand sinks contaminates the sinks and could spread disease.

Reptiles are prohibited on the premises. Birds of the parrot family tested for Psittacosis.

Caregivers who have birds of the parrot family shall have them tested for psittacosis by the cloacal swab (culture) method.

Birds new to the facility must be tested and determined free of psittacosis before it is allowed in the facility.

Birds that have previously tested negative and have been exposed to other birds of the parrot family shall be retested.

If the birds test positive for psittacosis, they shall be excluded until the test results are negative.

Reptiles may carry strains of salmonella that are not active and may become active at another time. Other reptiles may be infected with disease causing germs but are not showing any signs of illness. Testing reptiles for salmonella often does not indicate infection because the disease can lay dormant until the animal experiences stress. Children can become ill from the reptiles even if they don't touch the reptile directly. They can pick up the germs by touching other objects that another person that handles the reptile touched.

Psittacosis (an upper respiratory disease) can be transmitted to humans from parrots and can result in severe illness or death in immuno-suppressed individuals (the very young and the elderly): it is also an airborne illness. If an infected bird is in the same building, the disease can be transmitted to any of the building inhabitants through the air.



Missouri Department of Health and Senior Services Guidelines for Pets:

- Pets free of disease communicable to man.
- Pets must have all vaccinations required by local ordinance.
- If symptoms of illness like diarrhea and watering eyes are observed, the provider must isolate the pet from the children until a veterinarian examines the pet.
- Pets living quarters clean and well maintained.
- Provider must keep animal cages and litter boxes clean.
- Cages shall be easy to clean.
- Providers must clean bird cages daily.
- Providers shall not clean cages in hand sinks or utensil washing sinks that are accessible to children.
- Children shall not have access to litter boxes.

Missouri **Eat Smart** & **MOve Smart** Child Care



TODAY!



Have you had great successes in meeting the Missouri Eat Smart and Missouri MOve Smart Guidelines? Are you working towards the Guidelines and found a resource to be extremely beneficial for you and your staff? Do you have any tips to share on facilitating best practices (unstructured, structured and learning-integrated physical activities, family style meals, adult role modeling, etc.) within your child care setting? If so, we would love to hear from you! Email cacfp@health.mo.gov with your success story and you may be featured in a future Wellness Newsletter!

Become a Missouri Eat Smart Child Care and a Missouri MOve Smart Child Care today! Go to www.health.mo.gov/eatsmart and www.health.mo.gov/movesmart to learn more, review the guidelines and to print out the applications! If you have questions about these programs, call 1-800-733-6251 or email cacfp@health.mo.gov. We will be more than happy to answer any questions and to help you reach your nutrition and physical activity goals for child care!

Growing with Harvest continued from page 3

have also started their own gardens at home thanks to the enthusiasm of this center.

Magic Kingdom in Oak Grove worked with a health educator from the local public health department who taught a series of lessons from USDA's preschool curriculum Grow It, Try It, Like It. The center is overcoming challenges to starting their own garden. In the meantime, they have enjoyed watermelon, squash and zucchini from a local gardener in town and took field trips where children could pick their own fruits and vegetables.

The University of Missouri Child Development Lab in Columbia already had an established garden. They worked to add a small plot for each classroom to be responsible for. Teachers received a training called Growing Your Garden Program to help them feel more comfortable with the garden. They have engaged families with a monthly newsletter update on garden activities, a hallway bulletin board and an Evening Under the Stars garden event. The center uses a wide variety of children's picture books as part of their preschool garden-based nutrition curriculum.

Staff from Columbia's Finest and OTC also applied for and received scholarships to attend the National Farm to Cafeteria Conference in Madison, Wisconsin in June 2016.

Lessons learned from these pilot centers have helped the Missouri Department of Health and Senior Services to create the Growing with MO, Harvest of the Season toolkit. This toolkit will be used by the current grantees and will soon be available for download at www.health.mo.gov/growingwithmo.

Another new addition to this website is a series of kitchen tip sheets with tips on purchasing, storing and preparing 14 Missouri grown fruits and vegetables.

Sweet potatoes from the garden to the table:



Recalls

Unsafe Products, and How to Obtain Recall Information

The U.S. Consumer Product Safety Commission (CPSC) is an independent federal regulatory agency that works to reduce the risk of injuries and deaths from consumer products. The CPSC issues approximately 300 product recalls each year, including many products found in child care settings. Many consumers do not know about the recalls and continue to use potentially unsafe products. As a result, used products may be lent or given to a charity, relatives or neighbors or sold at garage sales or secondhand stores. You can help by not accepting, buying, lending or selling recalled products. You can contact the CPSC to find out whether products have been recalled and, if so, what you should do with them. If you have products that you wish to donate or sell and you have lost the original packaging, contact the CPSC for product information. It is the responsibility of child care providers to ensure that recalled products are not in use in their facilities.

The CPSC's toll-free hotline is available at 800.638.2772. The hearing impaired can call 800.638.8270. Information also is available on the CPSC website at: www.cpsc.gov.

This quarter we are highlighting a product that has recently been recalled and is commonly found in child care facilities.

Vecaro LifeStyle Recalls Self-Balancing Scooters/ Hoverboards Due to Fire Hazard

Recall date: March 23, 2017

Recall number: 17-115

Recall Summary

Name of product:

Self-balancing scooters/hoverboards

Hazard:

The lithium-ion battery packs in the self-balancing scooters/hoverboards can overheat, posing a risk of smoking, catching fire and/or exploding.

Remedy:

Replace/repair

Consumer Contact:

Vecaro toll-free at 855-637-4061 from 9 a.m. to 5 p.m. PT Monday through Friday or online at www.VecaroLifeStyle.com and click on Recall Notice at the bottom of the page for more information.



Discount School Supply Recalls Children's Waterproof Bibs Due to Suffocation Hazard (Recall Alert) Due to Fire Hazard

Recall date: March 22, 2017

Recall number: 17-734

Recall Summary

Name of product:

Environments™ brand children's waterproof bibs

Hazard:

The bib has a waterproof plastic backing that can separate from the terry cloth fabric, creating a suffocation hazard to children.

Remedy:

Refund

Consumer Contact:

Discount School Supply at 800-338-4430 from 8 a.m. to 8 p.m. ET Monday through Friday, by email at recall@discountschoolsupply.com, or online at www.discountschoolsupply.com and click on "Product Safety" for more information.

recalls continued on page 12



Recalls continued

Kids II Recalls Oball Rattles Due to Choking Hazard

Recall Summary

Recall date: March 2, 2017

Recall number: 17-104

Name of product: Oball Rattles

Hazard:

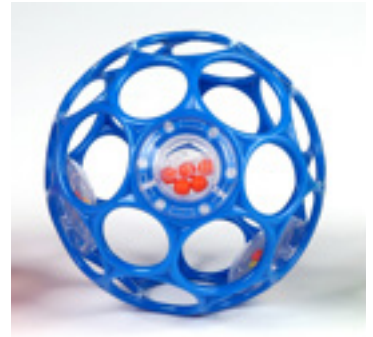
The clear plastic disc on the outside of the ball can break, releasing small beads, posing a choking hazard to young children.

Remedy:

Refund

Consumer Contact:

Kids II toll-free at 877-243-7314 from 8 a.m. to 5 p.m. ET Monday through Friday or visit www.kidsii.com and click on "Recalls" at the bottom of the page for more information.



Little Tikes Recalls Toddler Swings Due to Fall Hazard

Recall date: February 23, 2017

Recall number: 17-096

Recall Summary

Name of product:

Little Tikes™ 2-in-1 Snug 'n Secure Pink toddler swings

Hazard:

The plastic seat can crack or break, posing a fall hazard.

Remedy:

Refund

Consumer Contact:

Little Tikes toll-free at 855-284-1903 from 8 a.m. to 8 p.m. ET Monday through Friday or online at www.littletikes.com and click on Product Recalls under the At Your Service menu for more information.



Molded Inner Arrow of the
Date Code



Model number on Back of Swing

Child Care Regulation Communication



In an effort to improve the flow and timeliness of communication the Section for Child Care Regulation will be sending out the majority of communication via email. This is the beginning of electronic streamlining efforts to improve efficiencies within the section and with child care providers. This will include a variety of things. Beginning in April 2017, SCCR began sending electronic copies of licenses. We are excited to eliminate the delay that occurs with sending licenses through U.S. Postal mail. This will allow you to have your renewed license as soon as it is generated and will make it possible to always have the current license on hand. You will also receive inspections and investigations from your specialist and the central office will send section updates, notices and more via the email listserv.

To ensure effective electronic communication, SCCR is requesting the following of all licensees:

- Obtain and keep an e-mail for the facility;
- Ensure that your email account is not set up to send government email to spam or junk mail;
- Verify your email with your assigned child care facility specialist during inspections;
- Notify your assigned child care facility specialist when there is an email change.

There are many free email services that are easy to obtain. You can locate many options with a quick internet search.

If you have any questions regarding this or any other topic that affects your facility, please consult with your Child Care Facility Specialist.

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This publication provides topical information regarding young children who are cared for in child care settings. We encourage child care providers to make this publication available to parents of children in care or to provide them with the web address: health.mo.gov/safety/childcare/newsletters.php so they can print their own copy.

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